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ABSTRACT

Education in Asia is a vehicle for the development of society in the countryside as well as in the towns. Joint school and community planning can integrate scattered human resources, programs, and financial allocations and, through involvement of the people, make education more relevant to their needs. This report provides guidelines for those who are concerned with joint school and community planning and illustrates, using examples from the Asian region, how facilities can be designed to function as community schools. (Author/MLF)

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EDUCATIONAL BUILDING DIGEST 10

UNESCO REGIONAL OFFICE FOR EDUCATION IN ASIA
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JOINT SCHOOL AND COMMUNITY PLANNING

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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1. INTRODUCTION

Education in Asia is a vehicle for the development of society in the countryside as well as in the towns. Yet it cannot itself solve such problems as the socio-economic difference between rural and urban areas, underdevelopment of agriculture and of local industry and the problems arising from the migration of rural youth to the cities. It is clear, however, that the rural areas, where some 80 per cent of the population spend their lives, have considerable potential for contributing to economic growth of the country.

Education can, it seems, provide people with the motivation to recognize the internal logic of the communities within which they live and encourage them to develop these through collective self-help. There is some evidence in the countries of Asia to show that the co-ordination of school and community through integrated formal, non-formal and informal education has helped rural people to participate in development.

Joint school and community planning can produce outcomes of far wider scope than might be thought possible in places where material resources are scarce and prospects seem limited.

2. BENEFITS OF JOINT PLANNING

Comprehensive community development and, ultimately, national development depend upon the provision of education for all. This involves the integration of all aspects of community activity such as formal schooling, vocational training, small-scale agricultural and industrial production, health services and even banking in one educational endeavour.

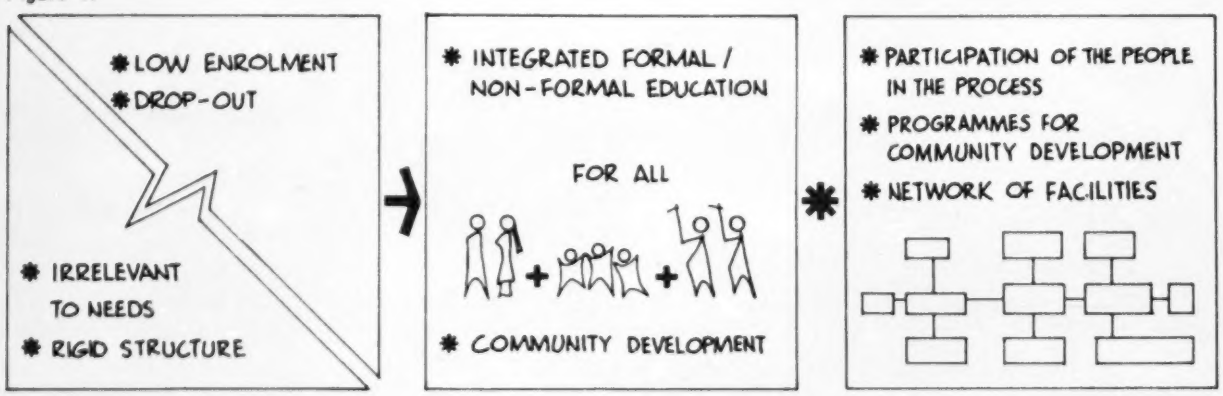
Joint school and community planning can make education more relevant to the needs of the people, even providing services that might otherwise have been thought impossible. This is because planning can integrate scattered human resources, programmes and financial allocations and, through involvement of the people, produce the co-operation and dedication needed. The school and the children of the community are a natural focus for this endeavour. The school makes a good community centre.

This Digest provides guidelines for those who are concerned with joint school and community planning and illustrates, using examples from the region, how facilities can be designed to function in their new dual role of community schools.

3. MOVEMENT TOWARDS INTEGRATION

In most countries of the Asian region, there is a strong tradition of community support for education. Unfortunately, over the years, the educational systems have tended to become rigid in structure and to offer learning content that is not always relevant to the daily needs of the people. This has led

Figure 1.


* LOW ENROLMENT
* DROP-OUT
* IRRELEVANT TO NEEDS
* RIGID STRUCTURE
* INTEGRATED FORMAL / NON-FORMAL EDUCATION
FOR ALL
* COMMUNITY DEVELOPMENT
* PARTICIPATION OF THE PEOPLE IN THE PROCESS
* PROGRAMMES FOR COMMUNITY DEVELOPMENT
* NETWORK OF FACILITIES

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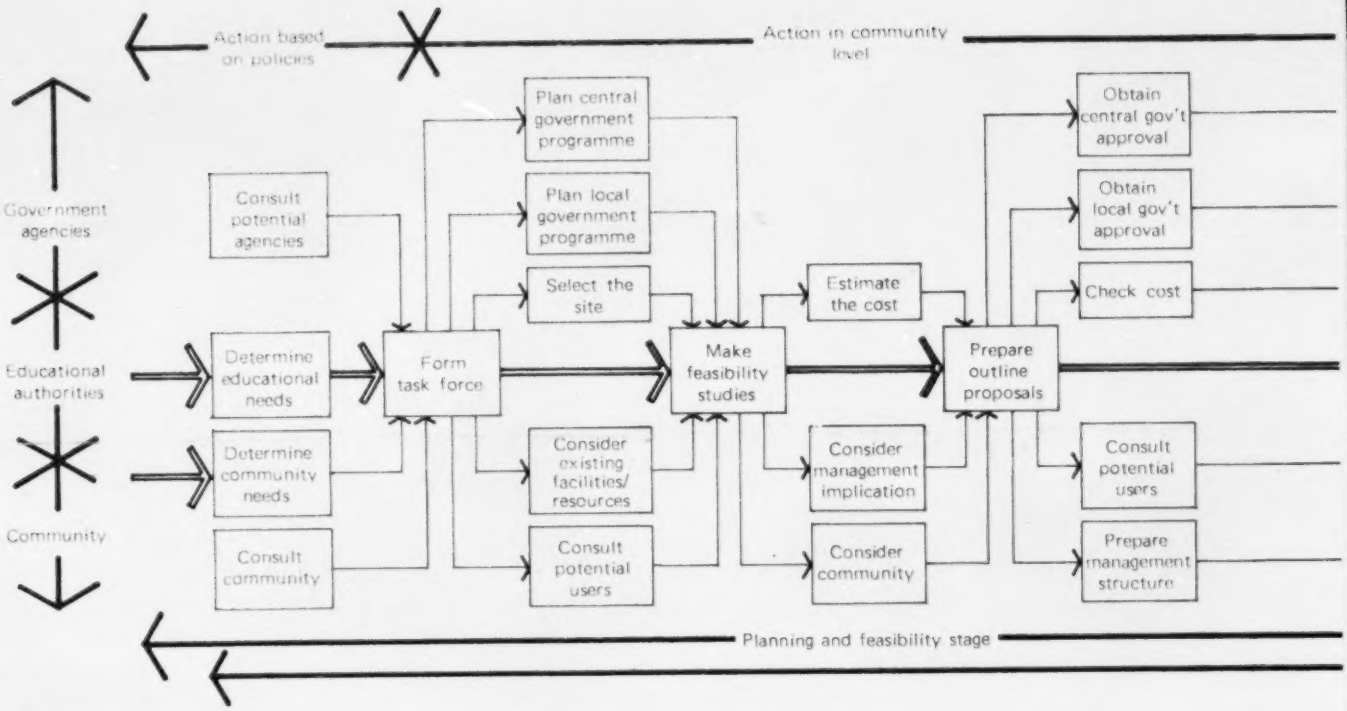


Figure 2.

to wastage and, worse, to increasing apathy and attrition in the traditions of community interest in education.

In 1971, Ministers of Education, and those responsible for economic planning in the countries of the region, called for special attention to be paid to the community use of educational facilities.[1] In the early 1970s, many countries gave more attention to the provision of social services and this too brought new insights to the need to integrate educational and community activities.[2]

The forces which have initiated and sustained the development of joint school and community projects in the region have been diverse and have resulted in projects ranging from comprehensive community development to simple and limited joint use of facilities.

To achieve improvement in the quality of life, political decisions have centred on the mobilization of every possible resource for the provision of basic education for the out-of-school population. Schools provide the core for this activity and hence the core for the community.[3] (Figure 1)

4. ASSESSING BENEFITS AND POTENTIAL

A full assessment of the social and economic benefits resulting from experiments in joint school and community planning would be premature—but it has been noticed that:

- Schools using the educational opportunities provided by the community enjoy enthusiastic support from the people themselves and from local government agencies;
- Communities provided with opportunities and facilities for education of the out-of-school population have improved agricultural and rural industrial production and social services;
- Integrated school and community planning has provided a model to encourage local government agencies to co-ordinate their own planning, resulting in inter-sectoral plans.

5. COMMUNITIES, FACILITIES AND OPPORTUNITIES

There are various phases of joint school and community planning to which the case studies of a number of existing projects provide the models. (Figure 2)

The *Inventory of educational innovation in Asia*, published by the Asian Centre of Educational Innovation for Development (ACEID) provides an idea of the diverse possibilities for integration of school and community.[4] The time could come when, through corporate planning, the schools and the other facilities of each community join to form an educational network to provide the opportunities for rural development. (Figure 3)

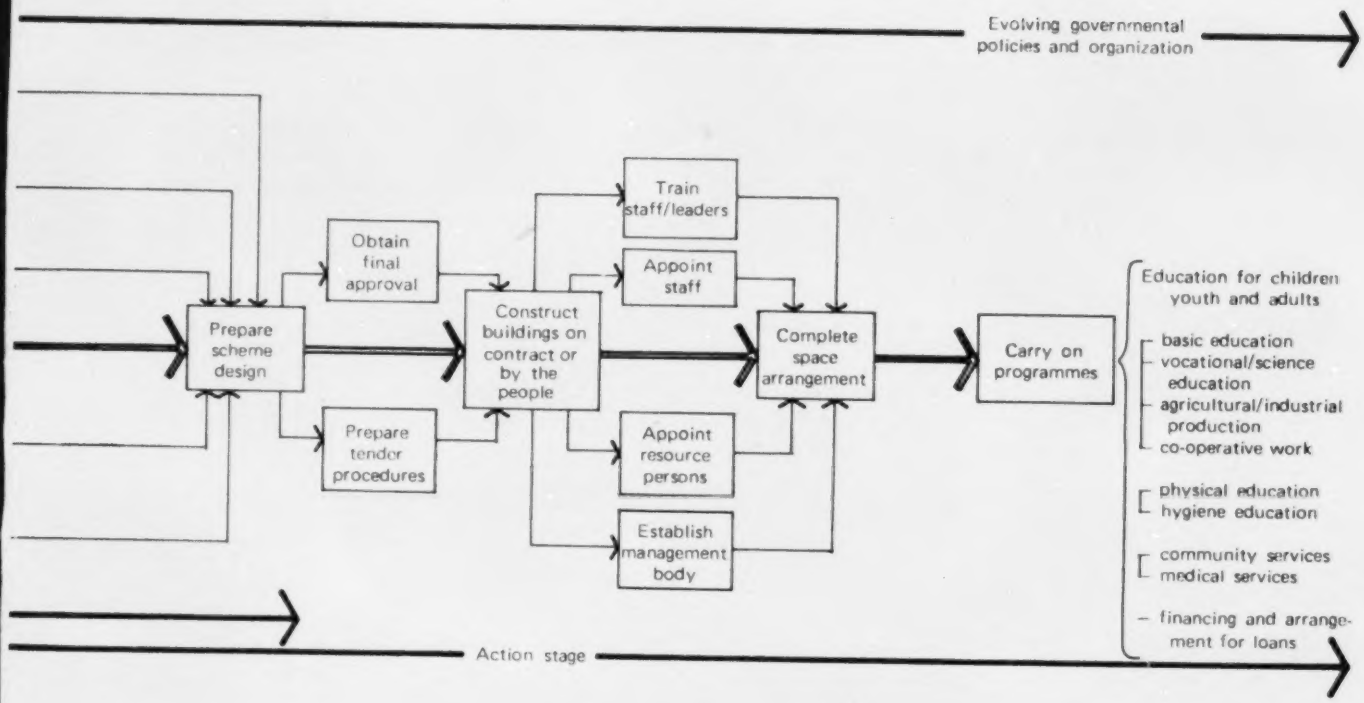
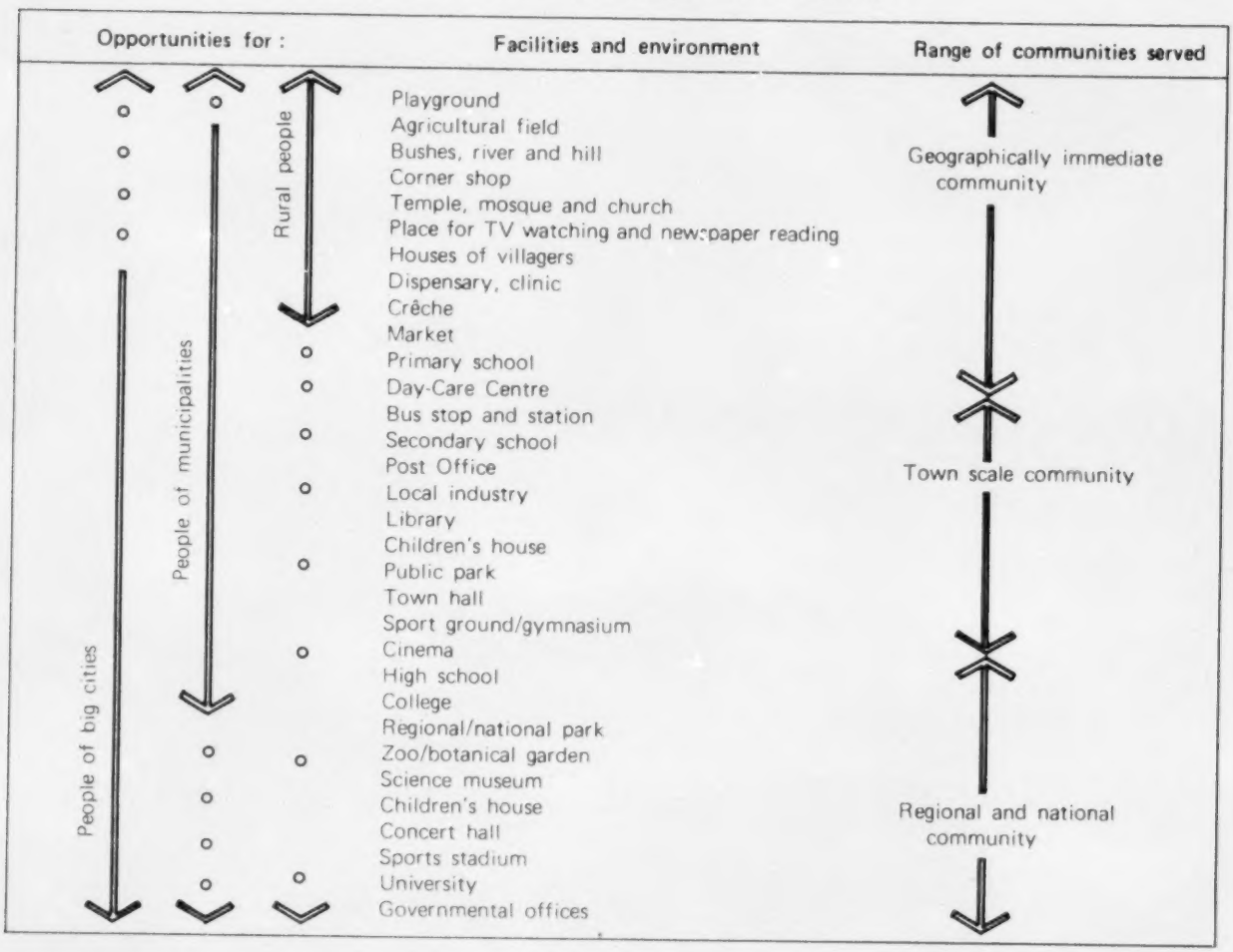


Figure 3. Facilities, opportunities and communities



6. KEYS TO CO-ORDINATION

To meet specific local needs, it is necessary to ensure that the community, government agencies and other organizations working in the area co-operate:

- Representatives chosen by those who are co-operating will need to inventory the human and material resources available and develop their aims, their organization and a system of management;
- The representatives, who should be residents of the community and not outsiders, should be of strong character and above all, enthusiastic. They will need to enlist the support of local authorities;
- The support of the authority and participation of the people should be aimed at mutual stimulation to activity;
- Organization and management must be flexible;
- Full use must be made of existing physical facilities (Figure 4); it is not necessary to provide new, large or complex buildings;
- For all to learn and to make the activities relevant to the community, the programmes for education and social services, such as for health and nutrition, agriculture and local industry, must be fully integrated;
- Decision making must be democratic and decentralized;
- Teachers and other key personnel must be well-trained, as they will play an important role in day-to-day planning and action.

7. PROBLEMS TO BE OVERCOME

Policies in the region vary. Some countries encourage the use of school buildings for community activity; others do not. Some countries encourage educated youth to work in rural areas to help development. Whatever the case, there is a clear need for incentives on the part of the policy makers to encourage community schools.

There is often a need to change the attitudes of officials and of the public at large if policies are to be implemented. This requires training programmes designed to achieve attitudinal change. The process is not likely to be rapid, but once people understand that the project is really useful to them in their daily lives, they will participate in it more actively. This is very clear from a project in a deprived area of India (Figures 5 and 6) where one of the side effects was a sharp increase in school enrolment.

The community school should be sited at the centre of the community; if it is not, it is less likely to be successful.

A community school will be used by many groups, and the problem of responsibility for equipment and facilities is bound to rise sooner or later. This suggests the need for careful management, clear assignment of responsibilities and some training in these matters. Most important, however, is the need to develop good will and a sense of community among those involved in the project. Participation in management by the people is probably the most important ingredient for success.

In India, for example, it has been shown that the time people have for non-formal education is

Figure 4. Scheme of the model school complex, India

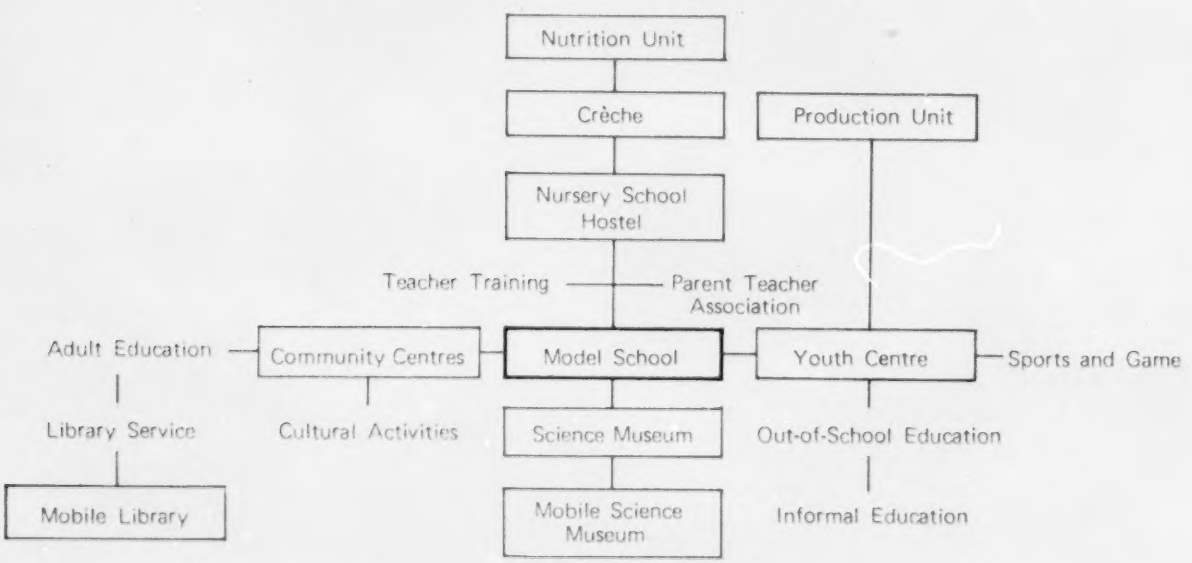


Figure 5. Social Work and Research Centre, India

KEY

1. Residence of staff
2. Handicraft shop
3. Union Bank of India
4. Dispensary
5. Residence of Director
6. Hall
7. Guest house
8. Water-tank and wind mill
9. Library
10. Lecture hall
11. Office
12. Laboratories
13. Bathroom
14. Workers' quarters
15. Living quarters
16. Dinning hall
17. Kitchen
18. Parking area
19. Experimental agricultural field

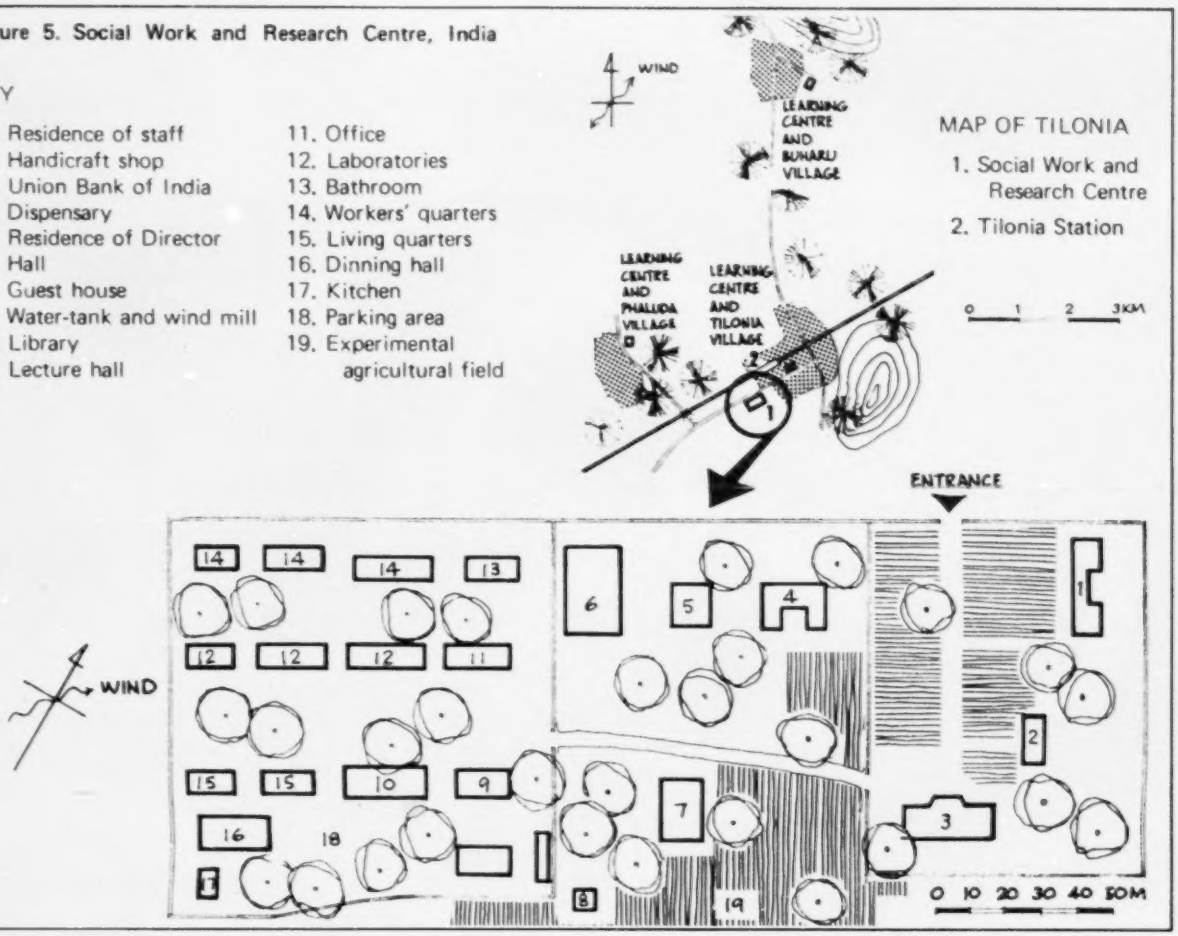
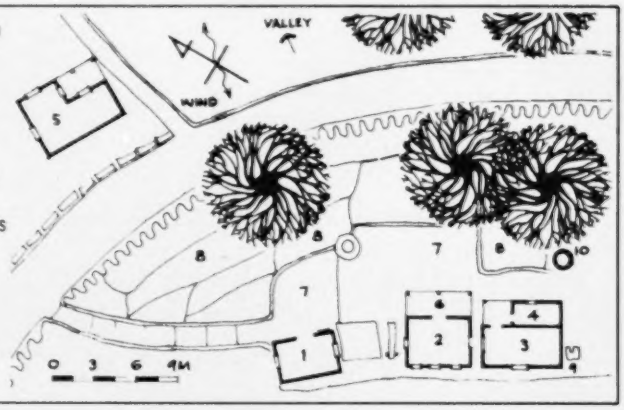


Figure 6. Bhumiadhar Community School complex, India

KEY

1. Non-formal Education Centre and Community Centre
2. Classroom
3. Multi-purpose room for class skill-training and display
4. Storage for mushroom boxes and skill-training materials
5. Classroom for grades VI–VIII
6. Stage
7. Open space for instruction and skill-trainings
8. Experimental agricultural field
9. Fire-place
10. Compost pit



limited to two hours in the evening.[5] In Indonesia, on the other hand, one group of villages preferred to study for three hours in the afternoon.[6] These two examples show the need for careful study of people's habits, capacity and behaviour when preparing the design of a community project.

8. EXAMPLES FROM ASIA

From a recent survey of projects in the Asian region, three categories of institutional arrangement can be provisionally identified, although with some overlapping:

Centres and special agencies

Television and radio
Voluntary organizations
Religious missions
National 'movements'
'Personality'-inspired local projects.

Projects under this category are often well integrated functionally, and well planned, organized and administered. (Figure 5) This is due to use of staff of very high calibre, training, and with a very strong sense of dedication. Limitations in the number of such individuals in any society suggest that

Figure 7. Malang Development Project High School Indonesia

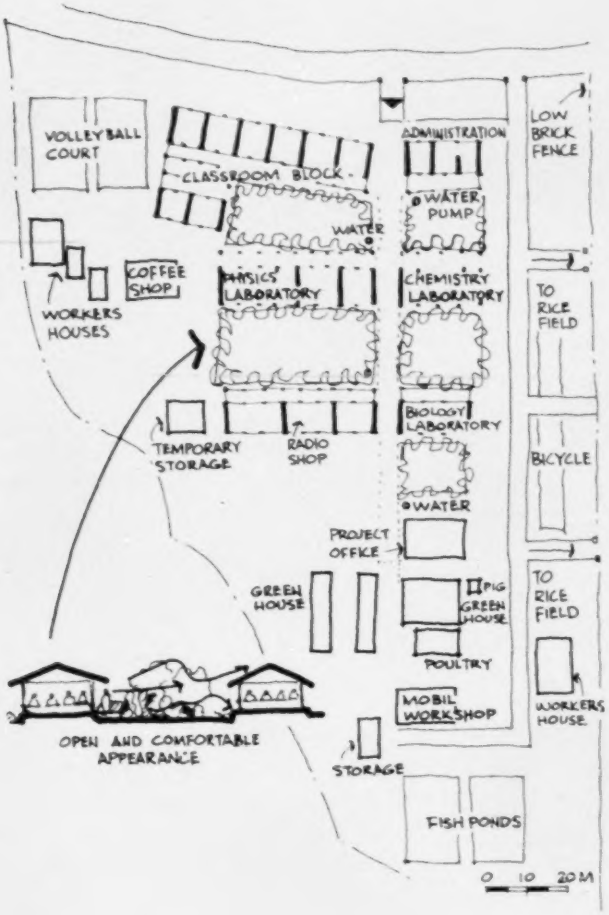
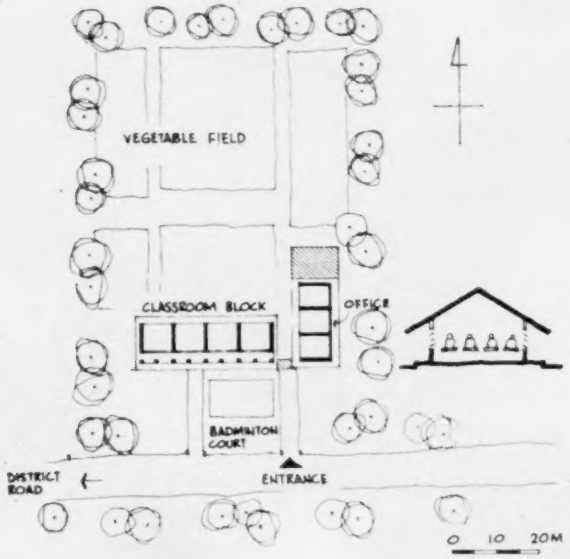


Figure 8. Masaya Barrio Development High School Philippines



projects that rely for their success on these people will be as limited in number as are those that inspire them.

Joint school and community project schools

Non-formal education centres
Development schools
Training centres
'Project' primary schools
Community schools
Centres for extension services

Although often planned as limited and experimental projects, this category of school lends itself to extension to cover the needs of an increasing number of communities. Often, however, due to administrative inflexibility, the possibility of extension is slight. (Figure 7)

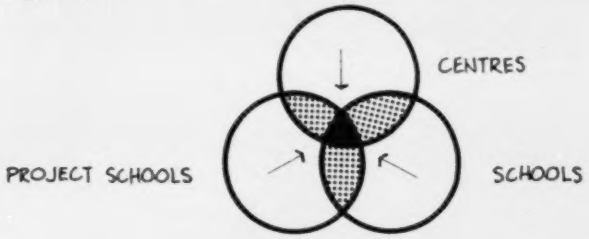
Conventional schools/attached extension services

Learning centres
High schools

Based on large numbers of existing institutions this approach to community development seems to offer the greatest hope. The main constraint is that of managerial capacity which is not always uniformly high. Training, and community participation in management, would provide a solution which could lead to rapid improvement. (Figure 8)

Each of these categories is illustrated in Figure 9. The trend is to converge, with one category tending to include the functions and characteristics of the next. This is a welcome sign of a tendency to meet the needs of society. (Figure 9)

Figure 9.



9. CO-ORDINATION IN PLANNING

The purpose of this Digest has been to show that application of the principle of joint planning by school and community can bring about a radical change in the functions of a school. This planning affects the siting and design of the school itself. Because the new functions stem from a variety of needs which are met by providing services from a number of different agencies, there is a need to co-ordinate planning and to make the best use of all of the local human and material resources.

10. FLEXIBILITY AND ADAPTABILITY

The participation of the people is a fundamental aspect of planning, organization and management of a project if it is to be successful. Decentralization of decision making to the community level is thus vital. Where flexibility is an in-built characteristic of the pattern of organization and management, the community is more likely to join in both the planning and training stages.

Facilities must be designed to be adaptable to the many functions that are to be housed. They must be designed in such a way that the management of space and equipment is made easy for those who are assigned managerial roles.

11. PLANNING AND DESIGN CHECK LIST

This check list is not exhaustive but attempts to draw attention to the important general points that affect design.

The initial stage

Have official policies been taken into account and have all potentially interested agencies and potential users of the project been drawn into joint planning?

- Related policies of central and local government;
- Agencies for education, vocational training, health, nutrition and medical care, agriculture, forestry, trade and industry, co-operatives, financing agencies such as banks or loan corporations;
- The people, including representatives of the children, youth, and adults—especially girls and women;
- Particularly-interested individuals.

Site and existing buildings

Are both the site and existing buildings conveniently located for easy access by day and by night?

- For children, youth and adults in the community;
- For public transport;
- In relation to other community facilities.

Site planning

Have the following been considered?

- Accessibility of main buildings by foot in all weather;
- The statutory regulations for sites for buildings and outdoor activities;
- Sufficient area to meet the requirements of programmes in agriculture, with the needs for water and sanitation for these and other programmes taken into account;
- Buildings arranged and sited so that several different programmes can take place at the same time without disturbance.

General planning of buildings

Do the buildings allow for the following?

- Multiple use by various age groups;
- Flexibility for short-term, and adaptability to long-term changes in programme needs;
- Participation of the people in the building design process;
- Participation of the people in construction.

Special accommodation needs

Has the need for a wide range of accommodation been carefully considered?

- For metalwork, carpentry and other handicrafts;
- For music, dancing and games;
- For scientific experiments and observation;
- For health services;
- For offices/storage for different agencies;
- For storing more valuable items;
- For a resident caretaker;
- For snacks, meals and social events and meetings.

General teaching and learning

Is the facility flexible enough for various purposes and age groups?

- The design of furniture needs to meet the requirements of different age groups. It should be easy to make, cheap and stackable;
- Divisions between one space and the next should be movable so that different group sizes can be accommodated at short notice. Where possible, the divisions should be useful: contain chalk or pin-up boards or comprise small cupboards.

The environment and the services

Have the following been considered in the design?

- Need to design against the effect of natural disasters such as earthquakes, floods, cyclones and fire;
- Thermal comfort by day and by night and in all seasons;

– The need for reasonable freedom from noise from inside and outside;

– Provision of lighting by day and night: power and water.

Young children

Are the facilities for the very young children clearly linked to those for social services and, in particular, health?

Organization

Who is to manage the facility—a team or committee and how will they communicate with the people and design the strategy for development?

How is the statutory process of decision-making to be decentralized?

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